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WOLVES

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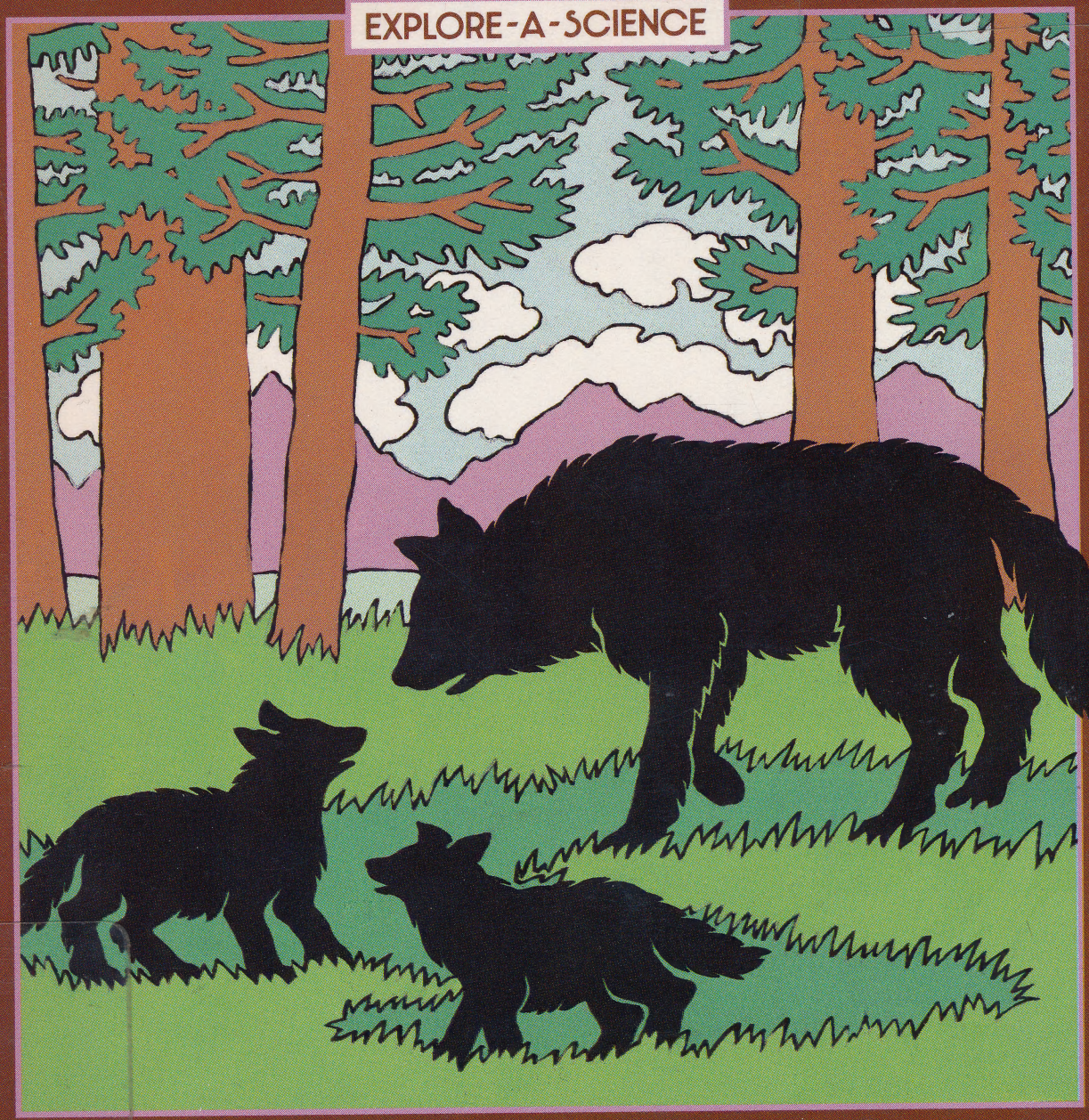

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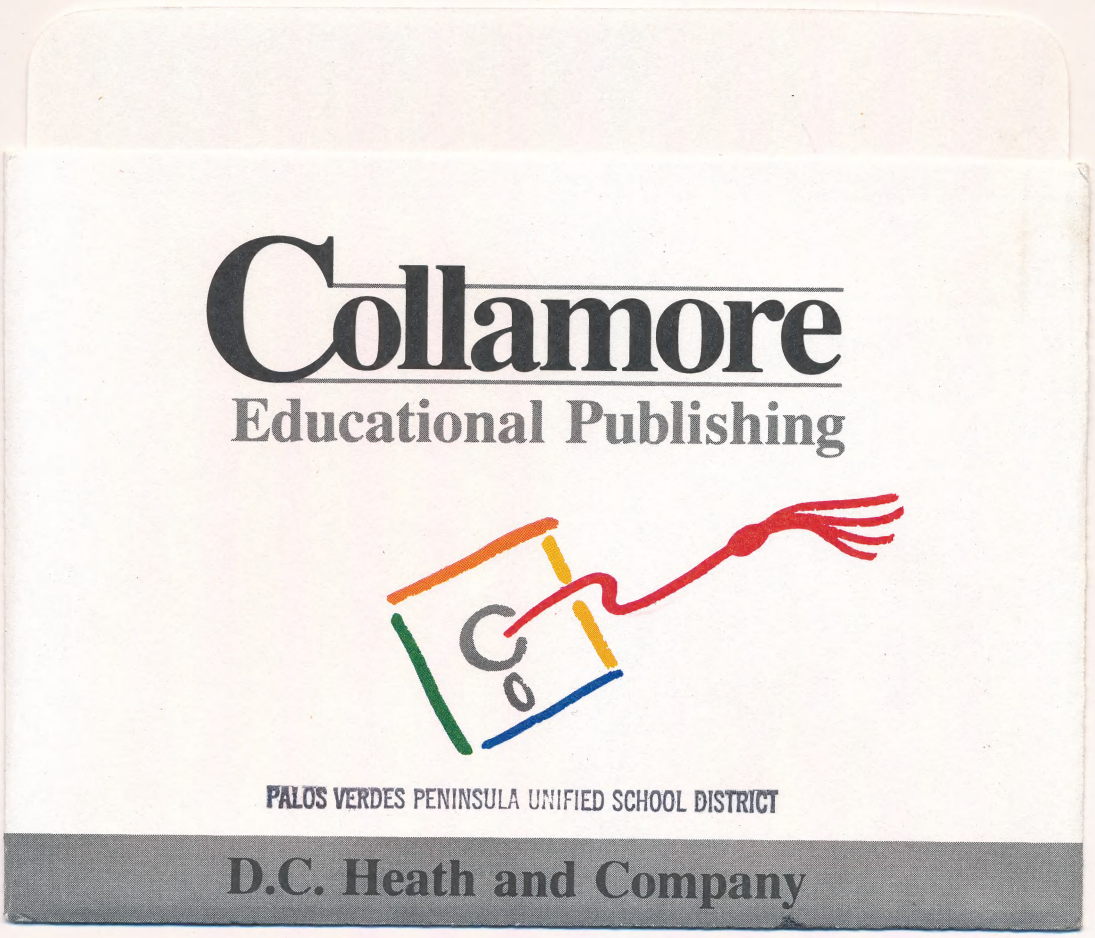
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STUDENT DISK
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SIDE 1: Scenes **SIDE 2: Activities**

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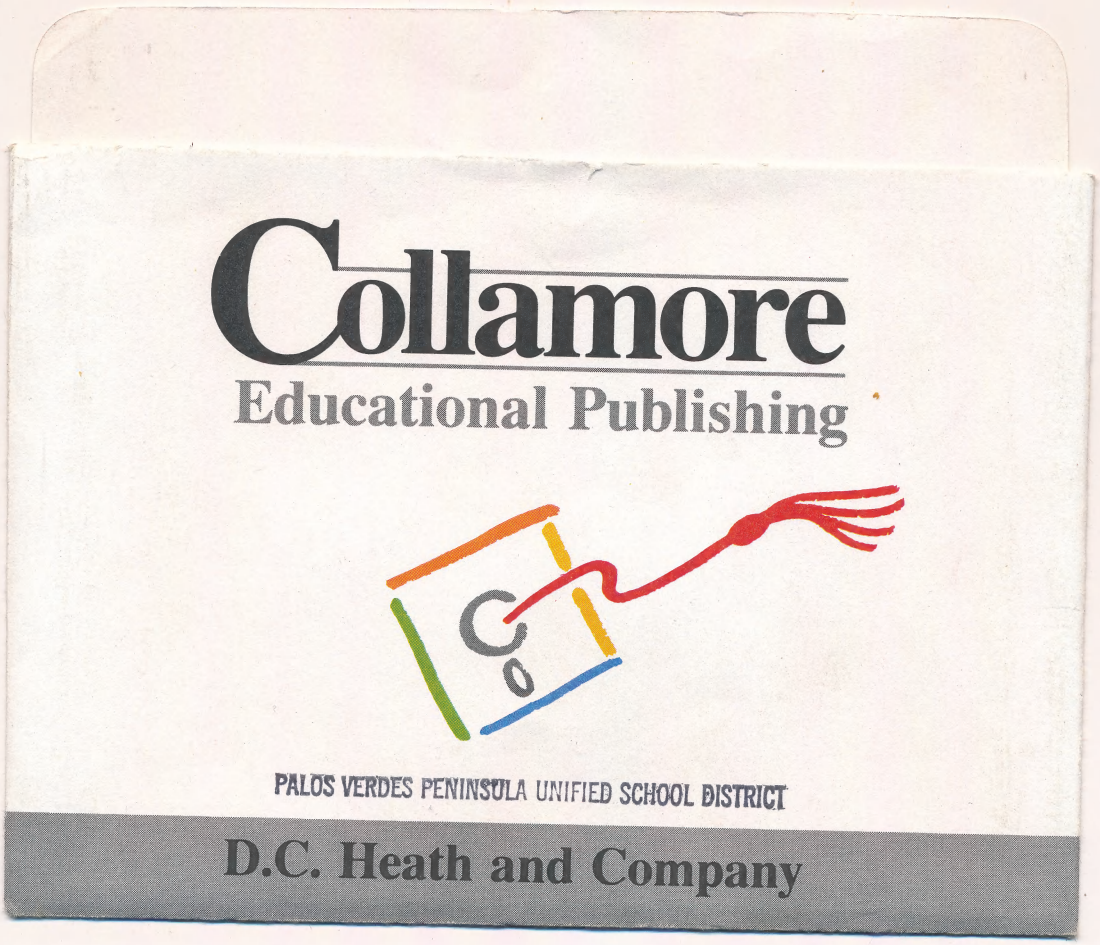

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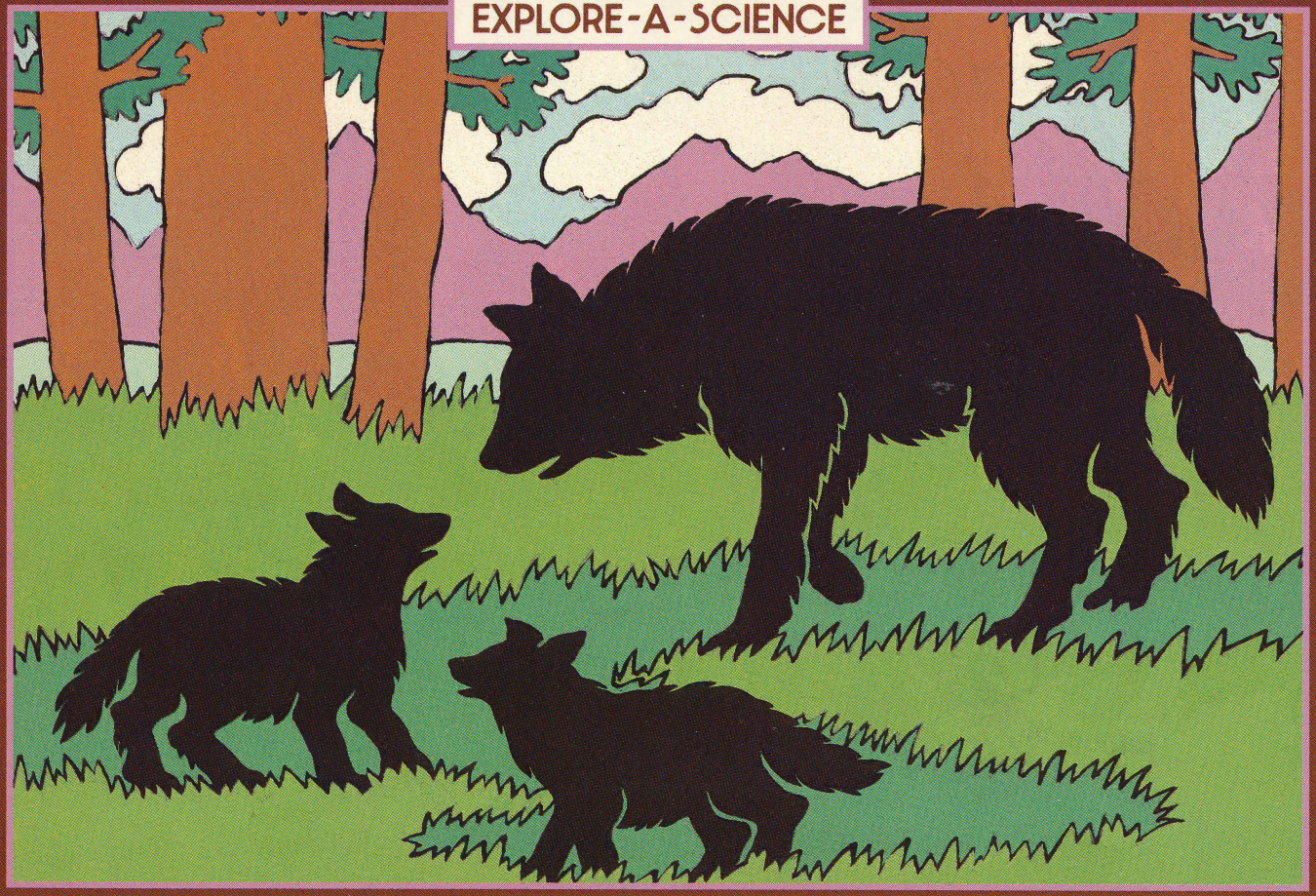

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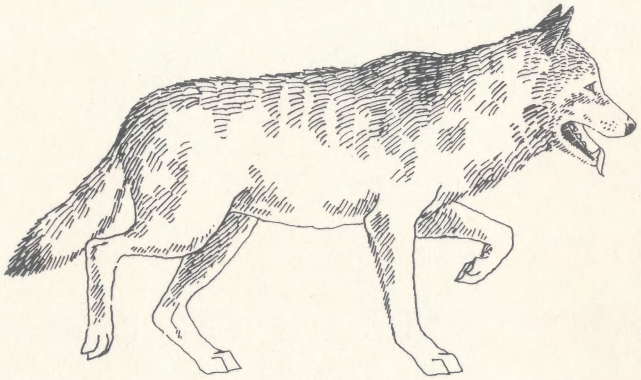
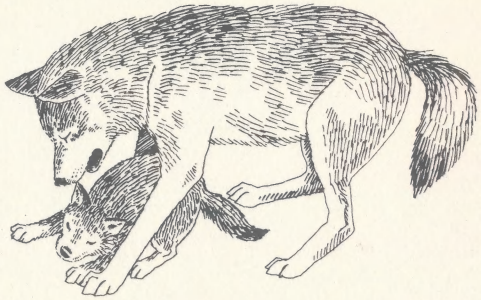
Some Animals in the Land of Wolves



adult

raven



pup

yearling

deer

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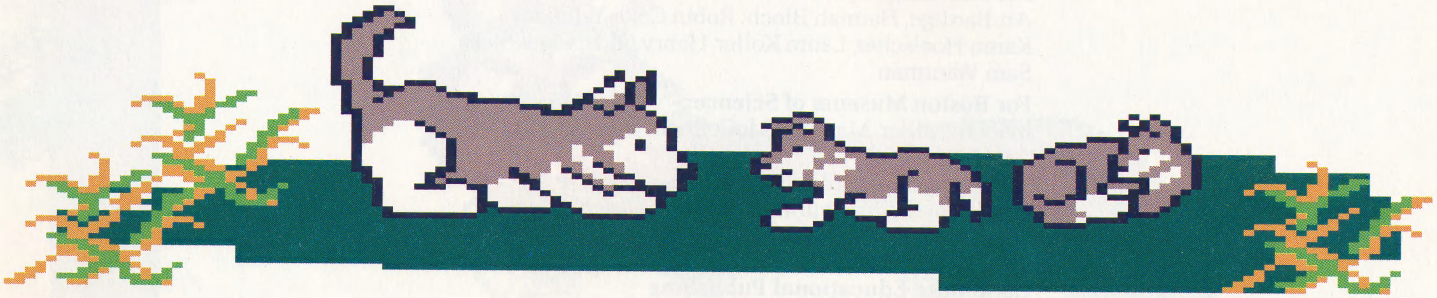

Written by Walter Drew and Sharon Grollman
Illustrated by Angela Faeth

The art appearing in this book was generated
by the Explore-a-Science Software.

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PALOS VERDES PENINSULA UNIFIED SCHOOL DISTRICT

Programmed by Rob Shaver and Peter Andrews

The Explore-a-Science series was developed by
Learningways, Inc. in conjunction with the
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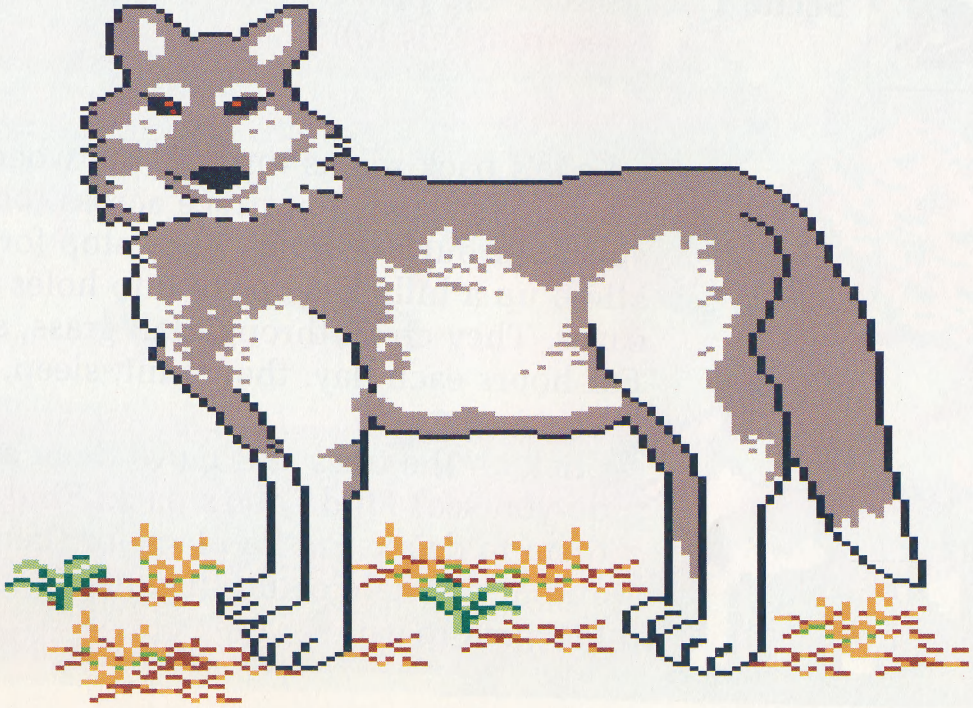
1 2 3 4 5 6 7 8 9 0

This is Lobo. He is furry, gray and white. He has four big paws, a long nose, two pointed ears, and a big, bushy tail. You may think Lobo looks like a big dog. But Lobo is a wolf. He lives in the wild, far away from most people.

Can you see the white tip on Lobo's tail?



Lobo lives with many other wolves. They all stay together in a group called a pack. The pack lives in a place that has hills, woods, water, and food. This place is called their territory. They keep other wolves out.

Go to Scene 1

This is Lobo's territory. It must have food, water, and places that are safe. What can you see from this hill?

Lobo's pack roams through the woods and fields, hunting for food. They race across rocks, and splash through streams. They stop for a drink, then climb up a hill. They poke into holes and peek into caves. They creep through tall grass, sniffing around. For hours each day, they hunt, sleep, and play.

Click on the trees and move them away. What do you see? Find Lobo's pack. Find water for them to drink. Find a place for them to be warm and dry. Where could they nap? Find something for them to eat.

Lobo was born last spring. Like all newborn pups, he could not see or hear. He stayed close to his mother and drank her milk. He lived under the ground in a place called a den. Six other pups and his mother lived there. The den was hidden inside the territory, far from its edges. The pups were safe, warm, and dry there.

Go to Scene 2

Can you find the hole that leads to the den? Move the grass and dirt to see inside.

A new spring is here. Lobo is one year old now, so he is called a yearling. The yearlings help care for the new pups. Three weeks ago, the new pups were born. They are just starting to eat tiny bits of meat. Lobo brings food to share with the pups and their mother, Simba.

How many pups were born this year? Bring the pups and mother out of the den. Go to the menu and find some meat for them to eat. Put it outside the den.

By summer, the pups live outside all the time. While the adult wolves hunt, Lobo takes care of them. He bows to the pups and invites them to play. They jump at his face and tumble and roll. They charge at each other, then bark, bite, and growl. They're learning the moves they need on a hunt. To them, it's just fun. Look out, Lobo! Here they come!

Go to Scene 3

Bring a pup over to Lobo. Drop it to the right. What happens? With its body, it is saying, "I'm smaller than you, Lobo. Don't hurt me!"

The pups sniff at the ground. They're tracking a mouse. They jump and pounce, but it slips through their paws. They'll get better in time, then they'll hunt with the pack. Lobo chases a big, brown rabbit. It's gone in a flash!

Help the rabbit run away from Lobo. Bring it over to its hole and drop it to the right or left. Where did it go? Find the hiding mice. Can the pups catch them?

Hunting is very hard work. Some days, the pack will hunt for hours and hours. They can cover 50 miles in one day! After a feast of moose or deer, the wolves lie down on beds of grass. They cover their noses and take a long, lazy nap.

Go to Scene 4

Click on Simba and drop her down. What does she do? Make her pups sleep too.

Dirk, the pack leader, is the first to wake up. He is large and strong. He holds himself straight and tall in front of the others. Dirk leads the hunts. When Lobo sees him, he lowers his head and leans back. He does not want to fight Dirk. He shows Dirk that he will obey him.

Can you find Dirk, the pack leader? Move Lobo close to Dirk and drop him down. What does Lobo do? Bring a pup over to Dirk. Drop it to the right. How do the pups show that they do not want to fight?

The leaves on the trees turn to bright red and gold. It is fall. The pups are big enough to hunt with the pack. They watch and learn. Dirk slowly creeps through a field. He spots a deer. He stops. Suddenly, he leaps up at the deer. The other wolves follow behind him. After a long chase, the deer falls. The hunt is over. The wolves are ready to eat.

Go to Scene 5

What wolf is eating first? Bring Simba over to eat next. Now bring the others over.

The wolves eat as fast as they can. Hungry birds wait for scraps of food. "Caw! Caw!" the birds call. They dive and swoop over the wolves' heads. The wolves leap and growl at the big, black birds. "Go away!" the wolves seem to say. They bury any meat that has not been eaten. They may need it some other day.

The black birds are called ravens. Click on a raven and make it swoop at the wolves. Can you find the buried meat? Bury the rest in the same spot so the ravens can't get it.

Winter is here. The moon is as bright as the snow that covers the earth. One of the pups has wandered into the woods. Lobo starts to howl for her to return. One by one, the other wolves begin to howl, too. The sound of the howls echoes through the woods.

Go to Scene 6

The wolves are calling the missing pup back home. Go to the menu and click on the pup. Bring her back to the other wolves. Drop her to the right to make her howl.

The wolves howl together from their hill. They howl to other wolves, in other packs, on other hills. They tell the others that they are here. They tell them to keep off their land. Howoooo! Howoooo! They can hear the others howl back.

Wake up the sleeping wolf. Drop her to the right so she can howl with the others. Find the meat that the wolves have buried.

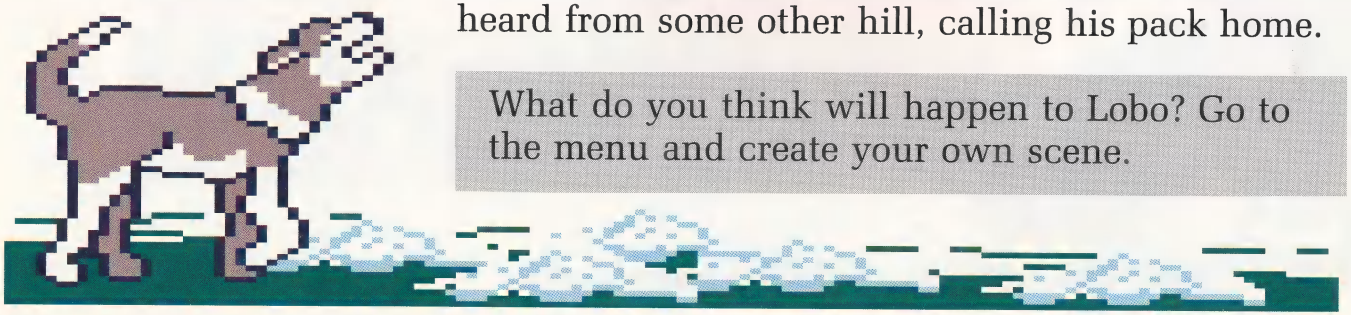
Most of the snow has melted. Spring will come soon. Lobo will be two years old. He will be an adult in the pack. The pups that Lobo helped raise will be yearlings. They will help care for a new set of pups.

Go to Scene 7

Go to the menu and bring the new pups into the scene. How many do you think were born this year?

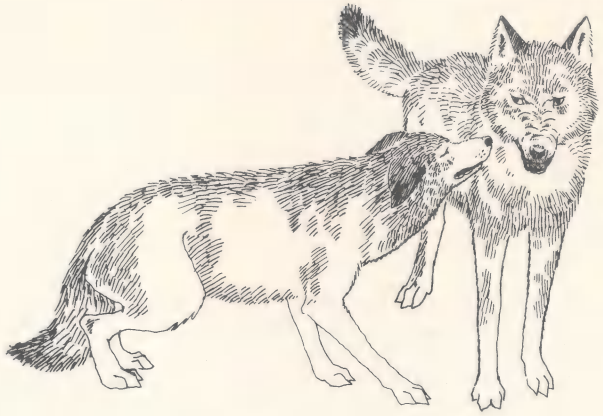
If the pack gets too big, some wolves may leave to start a new pack. If they do, they will have to find a different territory. Maybe Lobo will go with them. Maybe he will be strong enough to lead his own pack. Then he will race across other rocks, and splash through other streams. His voice will be heard from some other hill, calling his pack home.

What do you think will happen to Lobo? Go to the menu and create your own scene.

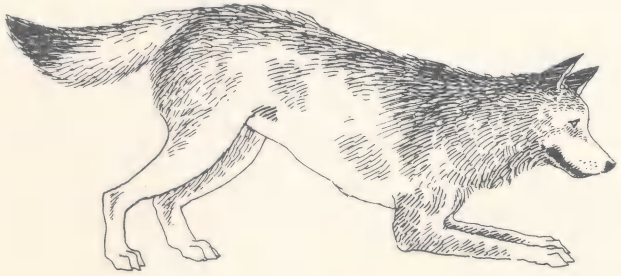


The Language of Wolves

howling



afraid angry



playing

sleeping

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Explore-a-Story and Explore-a-Science

In addition to the Explore-a-Story and Explore-a-Science packages available, you may wish to order Student Activity Books or additional sets of the storybooks. The Student Activity Books, sold in packages of ten, provide reinforcement and extension of the vocabulary and themes presented in the Explore-a-Story programs. Additional copies of the storybooks for Explore-a-Story and Explore-Science are available in sets of five.

Explore-a-Story	Packages	Activity Book 10-Packs	Additional Book Sets (5 books)
The Bald Headed Chicken	13449-XP	15613-2P	15896-8P
The Lima Bean Dream	13451-1P	15612-4P	15895-XP
Rosie, The Counting Rabbit	13447-3P	15293-5P	15888-7P
A Brand New View	13446-5P	15290-0P	15889-5P
Just Around the Block	13448-1P	15288-9P	15890-9P
The Sleepy Brown Cow	13450-3P	15292-7P	15892-5P
What Makes A Dinosaur Sore?	13452-XP	15291-9P	15894-1P
The Quasar Kids	13453-8P	15294-3P	15893-3P
The Best Bubble-Blower	13696-4P	17033-XP	17034-8P
A Great Leap	13695-6P	17024-0P	17025-9P
Not Too Messy, Not Too Neat	13694-8P	17030-5P	17031-3P
Where Did My Toothbrush Go?	13698-0P	17027-5P	17028-3P

Explore-a-Science	Packages	Additional Book Sets (5 books)
Dinosaur Construction Kit: Tyrannosaurus Rex	15077-0P	15886-0P
A Closer Look: The Desert Habitat	15079-7P	15885-2P
Earth Watch: Tracks	15101-7P	15884-4P
Animal Watch: Wolves	15102-5P	15881-XP
Animal Watch: Whales	15103-3P	15879-8P

Prices: Explore-a-Story and Explore-a-Science packages sell for $75.00 each. Activity books are $9.90 (for a package of ten Activity Books), and storybook sets (five copies of the storybook) are $9.90.

For more information or to order, call toll-free, (800) 428-8071.

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ANIMAL WATCH
WOLVES

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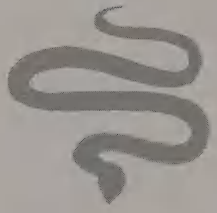

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EXPLORE-A-SCIENCE: WOLVES

Palos Verdes Peninsula
Unified School District
3801 Via La Selva
Palos Verdes Est, CA 90274

Contents: 4 student bklts, 1 teacher's guide, 1 prog. disk, 1 student disk

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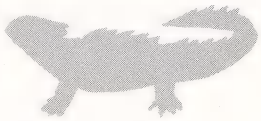

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ANIMAL WATCH
WOLVES

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Note to Teachers

Explore-a-Science is a unique approach to the use of the computer for science education. It has been designed to encourage students to explore and to try things out. The Explore-a-Science programs provide accurate scientific information. They encourage students to ask questions about the world without necessarily providing answers to all of them, though clues to the answers are often available. They are intended as a means of stimulating students to w*ant* to know more and to ask questions. Science is a process of asking questions and looking for answers. It is a way of engaging students in a search for more information.

Sometimes during their explorations, students will want to try out things that are unlikely or impossible in the real world. For example, they can put a whale in the sky. This could lead them to ask the question, "Can whales fly?" For many students, the answer to such a question is obvious. For others, the question may indicate either a lack of understanding or heightened curiosity about the way things work in the world. For example, "Why can't whales fly? Why are whales shaped the way they are, compared to birds?" Teachers should be prepared to help students carry their explorations further and to find answers to their questions.

Objectives

In completing the program, students will be able to

- Classify the gray wolf by its physical attributes and compare it with other animals.
- Identify the three basic stages of a wolf's life cycle (pup, yearling, adult) and the habits of each.
- Describe the cooperation of the pack community in raising the young.
- Identify the sounds and postures that wolves use to communicate within the pack.
- Outline the hierarchy that determines some of these behaviors.
- Design and describe a wolf territory in terms of ownership, food, water, and shelter.

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Introduction

Explore-a-Science is a series of educational programs that allow students to explore the wonders of the scientific world while discovering reading, writing, and their own imaginations. Students can change and rearrange scenes on the screen, add text, and create new scenes which can be saved on a Student Disk or printed and made into books.

Each Explore-a-Science package includes five science readers, a Teacher's Guide, and four disks— the Program Disk, the Student Disk, and two back-up disks. The back-up disks should be kept in a safe place for use in the event of loss or damage to the Program or Student Disks.

The uses of Explore-a-Science are limitless. Following is a basic sequence to guide your use of the program:

- Read the Explore-a-Science readers
- Page through the scenes on the computer screen
- Change and experiment with existing scenes on the computer
- Create and print original books from the scenes

Getting Started

Explore-a-Science runs on an Apple IIe, enhanced (with 128K of memory), IIc, or IIGS computer and one disk drive. A color monitor is recommended. A printer, either color or black-and-white, is optional.

The Program Disk and a copy of the Student Disk for each computer are all that is necessary to run the program. As many copies of the Student Disk as needed can be made using the Apple System Master disk supplied with the computer.

Loading the Program

Insert the Program Disk with the label side up into the disk drive and close the drive door. Turn on the computer and monitor. When the title page of the story appears on the screen and the red light on the disk drive goes off, remove the Program Disk from the drive and insert the Student Disk with side 1 facing up.

Using the Program

Each scene in a story is on a different "page." To advance pages and view all the scenes in a story, refer to **Turning Pages on the Screen** on page 3 of this guide. Characters in a scene can be moved or deleted and new characters and objects can be added/deleted to modify a scene. Labels can be added to identify characters and objects, and text can be inserted to amplify a scene. Also, the background can be changed to create a new scene. Refer to pages 5 - 6 for detailed information on these functions.

To page through the scenes of other stories on the Student Disk, open the story desired (see **Open,** page 7). To exit from any point in the program, first, save on a Student Disk (see **Save,** page 7) any modified or new scene, then turn off the computer and monitor, and remove the disk from the drive.

Moving the Pointer

The pointer, which appears as an arrow on the screen, is used to turn pages, to make selections from the Menu Bar, and to move characters, objects, and labels into a scene or to reposition them within a scene. The pointer can be moved using a mouse, a joystick, a Koala Pad, or the keyboard, as follows:

Mouse: Any movement of the mouse will affect the pointer location. Move the pointer by moving the mouse in the desired direction along a flat surface.

Joystick or **Koala Pad:** Movement of the joystick handle, or a finger across the Koala Pad will move the pointer in a corresponding direction.

Keyboard: Pressing the arrow keys on the keyboard will move the pointer slowly. (The ↑ moves the pointer up, the → moves the pointer to the right, etc.) For faster movement, hold down the ◌ and an arrow key at the same time.

To move characters, objects, and labels into or around a scene, position the pointer directly on the selection and click, then move to desired location.

To *click* with the

Mouse: press the button.

Joystick: press the fire button. (If the joystick has two buttons, experiment to see which button is active.)

Koala Pad: press one of the two front buttons.

Keyboard: IIe and IIc: press the ◌.
IIGS: press the **option** key.

Turning Pages on the Screen

Story pages can be turned by using the Page Turner which is the blue box located in the upper-right corner of the screen. There is always a number in the Page Turner box, indicating which story scene is on the screen. Move the pointer to the Page Turner box and click to advance the story pages sequentially. At the end of a story, the title page will reappear, permitting the story to be reread if desired.

Caution: *When changes have been made to a scene, or a new scene has been created, be sure to save the scene (see* **Save**, *page 7) before going on to the next page, otherwise it will be lost.*

Writing in the Scenes

Students can add text to a story by positioning the pointer where the text is to begin and then typing the desired words, pressing RETURN at the end of each line to move to the next line. ***Note:*** *RETURN must be pressed when the text reaches the right-hand edge of the screen.* To edit or delete writing, follow the directions under **Labels** (page 6).

The Menu Bar

The Menu Bar displays the characters, objects, backgrounds, labels, disk functions, and print options available in Explore-a-Science. Move the pointer to the green box in the upper-left corner of the screen and click or press the ESC key to reveal the Menu Bar. When the Menu Bar is visible, the box in the left-hand corner contains a red "X." Click again on the box, or anywhere other than on the Menu Bar, and the Menu Bar will disappear.

Following is a description of the functions represented by the icons on the Menu Bar:

Characters Add animated characters to a scene.

Objects Add objects to a scene.

Backgrounds Change the background of a scene.

Labels Place prewritten words in a scene.

Disk Functions Open stories, save scenes, clear the screen, and access **Set Up** and **Disk Utilities**.

Print Print existing or new scenes in black-and-white or color.

To select any of these functions, move the pointer to the corresponding icon in the Menu Bar and click.

Characters

To add animated characters to a scene, select Characters by clicking on the first box in the Menu Bar. Then, look through the collection of characters by clicking on the ⬆ ⬇ arrows, located at the bottom of the character box. Once the desired character is displayed, click directly on it and move it into the scene. Click again to drop it in place.

To delete a character, click on it, then press DELETE.

Objects

To add non-animated objects to a scene, select Objects by clicking on the second box in the Menu Bar. Then, look through the collection of objects by clicking on the ⬆ ⬇ arrows, located at the bottom of the object box. Make a selection, and move or delete objects by following the procedure outlined for characters.
Note: *Some objects are part of the background and cannot be moved or deleted.*

To place multiple copies (up to 200) of an object in a scene, after moving the object to the desired location on the screen, press SPACE, then move the object to the next location and press SPACE again. Continue to reposition the object around the screen, pressing SPACE each time a copy is desired. When the final copy has been placed, click to drop the object from the pointer.

Backgrounds

This option can be used to change the background of an existing scene or create a background for a new scene. Clicking on the third box in the Menu Bar discloses a selection of backgrounds. The background of a scene can be changed, while retaining the existing characters and objects, by positioning the pointer on a new background and clicking. To create an entirely new scene, the screen must first be cleared (see **Clear Screen,** page 8) before selecting a new background.

Labels

Clicking on the fourth box in the Menu Bar presents a list of the basic vocabulary words in the story that can be used as labels for characters and objects. Add labels to a scene in the same way as characters and objects.

To delete or edit labels and text:

1. Position the pointer anywhere on the label, or in the line containing text to be changed or deleted, and click.

2. Press DELETE to begin erasing at the last letter of the label or a line of text.

For text only:

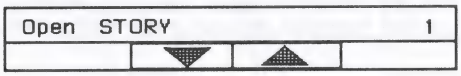
3. Continue to press DELETE until the desired text has been deleted.

4. If desired, type new text in blank space created by deletion.

Disk Functions

- **Open** - Loads stories from the disk in the drive.
- **Save** - Saves new scenes or scene changes on the Student Disk. (Be sure a Student Disk is in the drive.)
- **Clear Screen** - Erases scenes from the screen.
- **Setup** and **Disk Utilities** - See **Teacher Utilities**, page 9.

Open

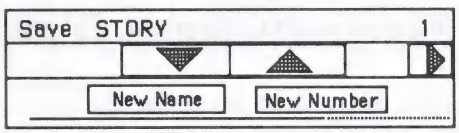


To load a story, click on the fifth box in the Menu Bar: **Disk**, then click on **Open.** Page through the story titles by clicking on either arrow.

Click on the name box when the desired story title appears. Be sure the page number shown at the right of the name box is the page desired. If not, click on the ▶ below the number until the desired number is displayed. Then click on the name box to load that number.

If the story title desired is not displayed, it may be on another disk. Remove the disk from the drive and insert the disk containing the desired story. Click on **Disk** in the Menu Bar and proceed as outlined above.

Save



To save a newly created or modified scene, click on the fifth box in the Menu Bar: **Disk**, then click on **Save**. ***Note:*** *Be sure to insert a Student Disk before attempting to save any scene.*

To save a modified scene, click in the name box to save it under the story name and scene number shown. Answer *Yes* to replace the original scene with the modified scene, or *No* to return to Save box to make another choice. To save a modified scene without replacing the original scene, click on *New Number* and type a number that is higher than the last one in the story, then click on the name box.

If a scene will not save, it may be locked (asterisk next to story name) and must be unlocked before it can be saved (see **Disk Utilities,** page 10).

To save scenes in a newly created story, the story must be given a new name, then each scene in the story must be given a number and be saved individually, at the time it is created. Click on *New Name* and type a name for the story, then click on the name box to save the scene, as shown on the screen, as scene 1. To save subsequent scenes in the same story, after creating each scene, click on *New Number* and type a sequential number, then click on the name box.

The red line under **New Name - New Number** shows how much space is left on the Student Disk. When the red line is close to the right edge of the box, the disk is nearly full. Delete unwanted scenes from the disk to create more space (see **Disk Utilities**, page 10), or save the scene(s) on another Student Disk.

Clear Screen

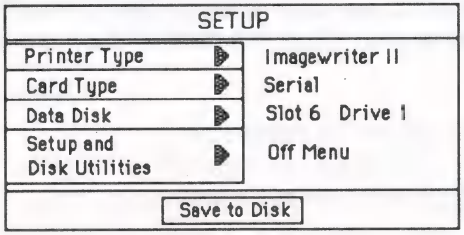
To erase everything on the screen, click on the fifth box in the Menu Bar: **Disk**, then click on **Clear Screen.**

Caution: *If the screen is cleared without first saving a modified or newly created scene, it will be lost.*

Teacher Utilities

The following utilities (**Setup** and **Disk Utilities**) are functions not ordinarily used by students, and for that reason are "hidden" on the menu. To use these functions, click on the fifth box in the Menu Bar: **Disk**, then press and hold CTRL and T .

Setup



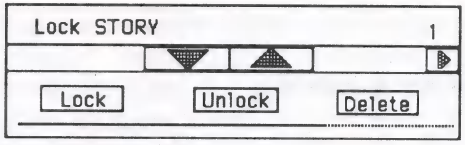
The default settings for Explore-a-Science are:

- Apple Imagewriter II printer
- Serial printer card
- One disk drive

To change these settings, click on the fifth box in the Menu Bar: **Disk**, press and hold CTRL and T, then click on **Setup**. With the pointer, select the option to be changed and click on it to automatically change the default.

To add these teacher utilities to the **Disk** menu box, click on **Setup and Disk Utilities** to change the default to **On Menu**, then with the Program Disk in drive 1, click on **Save to Disk.**

Disk Utilities



Any scene can be locked to prevent changes from being made to it. Locked scenes are indicated by an asterisk in the name box. Scenes originally contained on the Program and Student Disks are locked. Locked scenes can be unlocked, thereby permitting changes to be made.

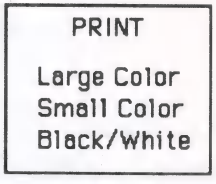
To lock, unlock, or delete a scene, click on the fifth box in the Menu Bar: **Disk**, then press and hold CTRL and T. Click on **Disk Utilities**, and page through the story names in the name box. When the desired story and scene number appears, click on:

Lock then click on the name box.

Unlock then click on the name box.

Delete then click on the name box. Only unlocked scenes can be deleted.
Caution: *Deleting a scene removes it permanently from the disk.*

Print



Explore-a-Science scenes can be printed in color in two sizes — full page or half page, or in black-and-white outline form, which students can then color in. Before printing, make sure that the setup is correct for printer/computer combinations in the **Disk Functions-Setup** section. Then check to see that the printer is connected to the computer and that it is turned on.

When the scene to be printed is on the screen, click on the sixth box in the Menu Bar: **Print**, then click on the desired print option.

Explore-a-Science in the Classroom

Overview

There are many approaches to using Explore-a-Science. This section provides ideas and suggestions for using *Animal Watch — Wolves* in the classroom. Read through this section and think of ways in which the computer program and science readers might best be used to build your students' skills in reading, writing, and scientific discovery.

Teacher Preparation

Before using *Animal Watch — Wolves* in the classroom, review the accompanying science readers, noting the characters, scenes, and objects in the books.

Next, become familiar with how the computer program works — opening and saving scenes on the Student Disk, and printing pages (see pages 7 - 10 of this guide). The main scenes are found on Side 1 of the Student Disk. Activities are found on Side 2.

Suggested Lessons

The following activities, using the files found on Side 2 of the Student Disk, are suggestions for presenting *Animal Watch — Wolves* to students. The activities can be found by opening each file directly. To proceed sequentially through all the activities, open the file called **ACTIVITY SET 0.**

1. Identifying Animal Families

This activity uses the file called **DOG CAT**.

The scene shows six animals — a lion, a cat, a tiger, a fox, a wolf, and a dog. The concept of animals in related families is introduced, and students are asked to group the animals together under the appropriate category.

Students could be asked to discuss further why the animals are related, what makes them similar and/or different from each other, what characteristics might link animals together in a group, what the distinction is between an animal "family" (mother, father, pups) and a scientific "family" (category). Students could name other animal families that they know of and some members of each family.

2. Examining Communication

This activity uses the file called **WOLF TALK**.

Wolf Talk utilizes two scenes to build on the concept of wolves' ability to communicate with each other.

In scene 1, animated wolves' faces are displayed along with descriptive "feeling" words. Students are directed to relate each feeling word to the expressions on the wolves' faces.

Similarly, in scene 2, animated wolves show different postures used to communicate different messages. Students are asked to match the feeling words to the wolves' postures. Students can also clear the screen and select wolf faces or postures from the Character menu, arrange them on the screen, and create dialogues of what they might be communicating to each other, or select other animals from the Object menu to set up interactions. The word list in the Labels menu provides vocabulary to stimulate writing descriptions/dialogues.

Discussion might focus around what events would cause the wolves to assume different postures or facial expressions. Students could print out these scenes and descriptions/dialogues for use as reading tools, or as scripts for acting out scenes.

3. **Role-Playing**

This activity uses the file called **WOLF MASK**.

The wolf mask can be printed out in color or in black and white for the students to color and create their own markings. When the mask is cut out and a string is attached to both outside edges, it can be used by students in acting out wolf stories of their own creation.

4. **Outlining Population Changes.**

This activity uses the file called **WOLF MAP**.

This activity stimulates thought and discussion about the effects of people moving into what were once wilderness environments.

The scene uses wolf icons to illustrate where in North America wolves once lived. When students pick up the question mark icon and pass it over each wolf, some wolves will disappear and a house will appear in their places; other wolves will remain. Thus the students can see where wolves once lived as compared to where they live currently. Using an arrow in the Object menu, students can also point out where they themselves live in relation to the wolves. Labels for the different areas (U.S.A., Greenland, etc.) are available in the Labels menu. Students can name the different areas as they discover where wolves are located. Discussion could center around what happens when people populate an area (construction of buildings and destruction of animal habitats; decrease in natural food supplies for wild animals; pollution of water and land; hunting of wild animals, etc.)

5. **Exploring Habitats**

This activity uses the file called **TERRITORY**.

The Territory activity encourages students to consider the different items that might be found in a wolf pack's territory—animals, water, different land formations, plants, etc. Of what use is each to the wolves? What advantages would trees, water, etc. provide? How might some items be helpful or not helpful to the wolves?

Scene 1 is a picture/word key for the different objects available in scene 2. Scene 2 provides a screen for placing and arranging these objects. All of the objects can be duplicated, using the [SPACE], to provide several wolves, trees, or other items. Students might choose to create two pack territories with the various colored wolves provided. Different scenes can be created and stories written about wolves, where they live, and what they do.

6. **Examining Physical Characteristics**

This activity uses the file called **PAW PRINT.**

The paw print reproduced here is close to actual size, although it will vary with the size of the computer screen in use. Students can compare the size of the wolf paw print to their own hands by placing their hand upon the screen, or by printing out the paw print and tracing their hand over it.

Students can also label the different parts of the paw and compare them to the parts of their hand. They can count the number of toes on a wolf's paw, discussing number of toes as one distinguishing characteristic among animal types.

Additional Activities

The following are additional activities you may wish to use with your students:

- **Classification**

Have students create a life-sized poster of a gray wolf. Tell students that there are three types of gray wolves in America. (timber, buffalo, and tundra) Have students show on a map where they are found today. Which kind is Lobo? (a timber wolf) Compare gray wolves to the other wolves found in North America. (red wolves) On another map, students can show what types of wolves are found in the rest of the world. Where are the most wolves located? Why? Have students print out the wolf paw print found on Side 2 of the Student disk in the file **PAW PRINT.** Compare these to the paws of other animals found close to the students' homes. Have students trace on paper footprints that they find at home. Those students with pets (dogs or

cats) may be able to make prints of their animal's paw using food coloring and a helping parental hand.

- **Life Cycle**

  Have students create a story based on part of the life cycle of a wolf. Then they can create scenes on the computer screen to go along with their story. Students can also type their story right onto their scenes (see **Writing in the Scenes,** page 4). Booklets or small comic-sized strips can be made, using the printer. Remember to have students save (see **Save** on page 8) each screen that they design.

  Students can also write stories to be acted out in class. Print out wolf masks using the Wolf Mask activity on Side 2 of the Student Disk. Divide the class into small groups and have each group write a short play to be performed in front of the class.

- **Communication**

  Set up a game of charades by isolating wolf behaviors and writing each on a slip of paper (stalking a rabbit, burying meat, digging a den, etc.) . Have two or three students act out each behavior while the rest of the class guesses what is happening. Students can also develop stories or plays based on wolf communication and behavior, showing various body postures.

- **Territory**

  Have students discuss in class the various elements found in a wolf territory (food, water, shelter). Using cardboard or shoe boxes, have the students create a diorama containing one or more of these elements. Discuss why wolves moved away from most places in the United States (loss of land and hunting). Discuss what it means for a type of animal to be "in danger" (of extinction). Name some other animals found on the list of endangered species in America. Have students speculate on why each animal might be at risk. (For example, humpback whales have been hunted for their blubber, eagles' nesting areas have been disturbed and food sources contaminated, etc.)

Trouble-Shooting Guide

Problem	Possible Causes	Solutions
Program Disk will not load	Program Disk not in drive, or in wrong drive. Disk-drive door open. Disk drive improperly connected to computer. Disk inserted upside down. Computer does not have enough memory. 80-column card does not have Hi-resolution connector.	Program Disk must be in drive 1. Close disk-drive door. Check computer manual for instructions. Insert label-side up. 128K of memory required. Obtain Hi-res connector from computer dealer.
Unable to Open another story	Program Disk in drive.	Remove Program Disk and place Student Disk in drive 1.
Unable to Save scene	Scene is locked. A scene with the same name and number already exists on disk. Student Disk not in correct drive. Disk has a write-protect tab. There is no room left on the disk. Student Disk does not have same story title as Program Disk used to load program.	Unlock (see page 10). Give scene new name and new number. Student Disk must be in drive 1. Remove tab to expose notch on disk. Delete unwanted scenes, or use another Student Disk. Insert Student Disk with same title as Program Disk being used.
Error messages	Too many objects (about 200), or text letters (about 750), or characters (over 11) in the scene. Disk drive door open.	Delete some objects, text, or characters (see pages 4-6). Close disk-drive door.
Unable to add new characters, objects, or labels	Too many characters, objects, or labels in the scene (see "Error messages"). Pointer is not directly on the character, object, or label when clicking.	Delete some objects, text, or characters (see pages 4-6). Position pointer on top of character, object, or label, then click.

Trouble-Shooting Guide

Problem	Possible Causes	Solutions
Characters will not animate	Too many characters and objects in the scene (see above). Character behind another character (only the one on top will move).	Delete some characters, or objects (see page 5). Separate characters from each other.
Unable to print, or prints incorrectly	No printer connected. Printer not connected properly. Paper not inserted correctly. Printer Select button off.	Connect printer. See computer manual. Paper must be centered on platen. Depress Select button.
Unable to move pointer	Mouse, joystick, or Koala Pad incorrectly plugged in, or plugged in after booting.	Refer to computer manual; Turn off computer and reconnect.
Page Turner won't respond	Screen has been cleared. One-page story.	Story must be re-opened.
Pointer has disappeared	Pointer has been moved off the screen (shows as a black line on the border).	Move back onto screen until arrow is visible.
Unable to Save Setup	Program Disk has write-protect tab. Program Disk not in drive, or in wrong drive	Remove tab to expose notch on disk. Program Disk must be in drive 1.
Pointer and icons have disappeared	Computer in print mode. Print selected without first connecting the printer.	Icons, pointer will return when print complete. Check printer connections and turn printer on before attempting to print.

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